Atti dell' XI°. Congresso della Società Freniatrica Italiana. Ancona, 1901. Riv. Sperim. di Fren. (Reggio i. E.), Vol. XXVIII (1902), pp. 1-490. Especially 331-455.

The seventh session (morning of Oct. 3, 1901) of the eleventh Congresso della Società Freniatrica Italiana, held at Ancona, was devoted to the subject of "The Practical Direction which psychiatry can give to Pedagogy." The paper was read by Professor Cesare Agostini of Perugia and discussed by Drs. Montesano, Del Greco, Bianchi, Obici, etc. The present system of education, is itself one of the most important factors of mental disease, since it devotes itself almost entirely to an intensive cultivation of the intelligence, without a corresponding physical and moral education. Bonfigli was right in saying that defective education in childhood, particularly in relation to the evolution of the moral sense and the formation of character, is one of the most powerful social factors of mental alienation. The school has been long enough under the illusion that by instruction a character can be created out of hand, a process leading only to mental decadence. The psychiatrist, who not only studies the anomalies and the diseases of mind, but seeks, as far as possible, to prevent them, from the opportunities he has had of observing the evil effects of imperfect and erratic pedagogical ideas upon the mental health of children, can suggest to the teacher the practical norms by which he can recognize and remove in time the bad results of excessive and untimely mental work, particularly in those who, for hereditary and pathological reasons, are predisposed to disturbances of the intellect, feelings and will. Instruction must be fitted to the development and the mental capacity of the child, to the degree of sensitiveness, to the power of instincts and emotions. The normal education of those senses must be facilitated which directly influence intellectual and moral development and make for character. For real intellectual and moral education a proper basis of physical education must be provided and a normal evolution with a physiological validity of the cerebral activities established. To do this the teacher must know something about children in general and about his pupils in particular. He must know the general facts and conclusions of psychology and anthropology, normal and pathological, and must have the assistance of a medical inspector, preferably of psychiatrical training and experience, who will be able to detect in their early stages those anomalies and defects, mental and physical, which, if not at once attended to, will endanger in later life the health or the sanity of the pupils concerned. Thus oriented from the practical experience of psychiatry, pedagogy will be better able to go about its task of preparing the individual, according to his psycho-physical aptitudes, for activity in the various branches of science, art and industry having made him more fit to survive in the struggle for life and more capable of profiting by his social environment.

In the discussion Dr. Bianchi wisely said that the attempt to create an absolute norm by physical diagnosis and anthropometric evidence and to infer from such data moral disposition, etc., was fraught with great danger, for many who presented numerous and marked stigmata of degeneration are endowed with intellectual powers and moral qualities superior to those of individuals much better constituted physically. A mediocre knowledge of physiology and psychology is a dangerous equipment for a teacher, and perhaps, after all, the medical inspector should be the diagnoser.

Dr. Obici emphasised the necessity for educating the sexual instincts, a matter which he and Dr. Marchesini have already treated in their book on collegiate loves and friendships.

At the time of puberty sexual instinct and emotions have a chief rôle in the formation of the morals and social feelings of the individual. The bad education of puberty is responsible for many of the "orgies" of love.

Dr. Obici also read a paper on "The Influence of Prolonged Intellectual Labor aud Mental Fatigue upon the Respiration," which is to be published in full in a future number of the Rivista. His chief conclusions are that prolonged mental labor (arithmetical calculation) produces great irregularities of respiration, increases its frequency, induces more numerous and intense variations in depth, and decreases the length of the inspiration and of the post-inspiratory pause, increasing the duration of the expiration and its pause.

The rest of the morning and the eighth session (afternoon of Oct. 3) of the Congress were occupied with the consideration of "Criteria and Methods for the Educability of Defectives and Dements." The paper was read by Dr. De Sanctis, the well-known alienist and psychologist, who spoke with some detail of defectives (pathogenesis and classification of the feeble-minded, their educability), means and methods of education, etc. Dr. De Sanctis's chief conclusions are: All such defectives are potentially anti-social, and at certain times of their life most of them actually become so. There is no doubt as to certain intellectual and moral educability upon a scientific basis of most of these defectives. But the degree of educability is very variable, and intellectual and moral educablity are not always on the same level. Neither follows always a straight line of continuous improvement, but undergoes often retardations, arrests and regressions. Other than biopathological factors limit in some cases the degree of educability, and act unfavorably upon the ascending line of educational progress. The anti-sociality of so many of defectives is due to the arrest which so often takes place at the end of childhood or during adolescence. Factors contributing to this are the initiation of the struggle for life, diminution of family supervision, possibility of intoxication (alcoholic especially), readiness of criminal suggestions, development of nervous and mental diseases peculiar to adolescence, and most powerful of all, puberty and the awakening of the sexual instinct. Defectives and feeble-minded must be protected in adolescence and in youth,—and for them, as for normal individuals an "integral" education is justly demanded. There is but one efficacious means of education, *work*. This is to be applied in diverse forms according to the age, bio-pathological conditions, family relationship and social conditions of every individual defective. Farm-colonies, industrial schools, distribution of defectives among the families of farmers in the open country, etc., are all of value. The principle of individual education must be above all adhered to.

In his interesting article on "'Mental Tests' in the Schools," Dr. Ugo Pizzoli, the director of the Crevalcore Laboratory of Scientific Pedagogy, gives an account of a piece of apparatus devised by him for mental and psycho-physical tests. By means of this instrument, the chief part of which consists of five rectangular metal plates, whose serrated edges come into contact in such a way as to form figures containing all the graphic elements of writing (straight lines, curves, horizontal, oblique and vertical lines, angles, etc.) the pupil with pencil, electric attachment, etc., can go through the psychic actions and motor activities involved in the elements of writing. The records thus obtained serve for both normal and defective children a new and valuable "mental test." By means of this instrument "pre-education" in writing is possible. The apparatus educates the eye of the child and teaches him to co-ordinate the muscles used in such exer-

cises. Its simplicity, adaptability and variability make this apparatus a distinct aid to graphological education. By means of this new pedagogical appliance kindergarten pupils have learned to write in 15 days, as compared with a month by the old method. Comparing the writing, after five months of school of these two sets of children that of those who used the new apparatus was found to be much better. It would appear that Dr. Pizzoli's device could be made use of much in elementary education. A. F. CHAMBERLAIN.

A Plan for the Study of Man with reference to bills to establish a laboratory for the study of the criminal, pauper, and defective classes, with a bibliography of child study, by ARTHUR MCDONALD. Govt. Print, Washington, 1902. pp. 166.

This is an interesting and valuable outline in which the author abridges some of his old studies and adds new ones in order to show the great service which such a laboratory as he desires to establish could render. His persistent advocacy of this cause deserves great praise and is sure to be successful in the end.

Journal für Psychologie und Neurologie. Band I, Heft 1 & 2. J. A. Barth, Leipzig, 1902. pp. 88.

In this new journal, in which the Zeitschrift für Hypnotismus has been merged, we have first a general article by Forel on the justification of comparative psychology and its objects; then a long plethysmographic study with eight plates by Brodmann on the volume of the brain and forearm of men in sleep; a briefer study of muscle tonus with special relation to the cortex; and book notes.

Vom Fühlen, Wollen und Denken, von THEODOR LIPPS. J. A. Barth, Leipzig, 1902. pp. 196.

In this psychological sketch, three fundamental contrasts between feelings are characterized. Chapters are devoted to feelings of effort; the consciousness of reality; the laws of effort; feelings and endeavors conditioned by association; wishing, willing, and purposive activity; feelings of quantity and worth; the kinds of feeling relation; objective values and oughtness. No psychologist need be told that this long expected work is of the greatest value and acumen.

Annual Report of the Board of Regents of the Smithsonian Institution for the year ending June 30, 1900. Report of the United States National Museum. Govt. Print, Washington, 1902. pp. 738.

In this report besides the report of the Assistant Secretary, head Curators, summary of operations, seven interesting papers are appended illustrating collections in the Museum, viz.: W. H. Holmes on anthropological studies in California; O. T. Mason on aboriginal American harpoons; A. E. Hippisley on ceramic art in China; C. K. Wead on contributions to the history of musical scales; Walter Hough on Hopi ceremonial pigments; Wirt Tassin on the gem and meteorite collections of the Museum.

Benoit de Spinoza, par PAUL-LOUIS COUCHOUD. F. Alcan, Paris, 1902. pp. 305.

The leading chapters are: the synagogue, the conversion, formation of the theory of substances, early writings, the principles of Descartes's philosophy, works on theology and politics and ethics.